

The Importance of Cooperation between Preschool Education and Primary Education

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Abstract: This article emphasizes the importance of the connection between preschool and primary education. It also examines the scientific ideas of Eastern researchers, as well as crucial features of cooperation and the peculiarities of preschool and primary school education in modern Uzbekistan

Keywords: Preschool childhood, scientific and pedagogical creativity, cooperation in the education system, pedagogical cooperation, the basis of education.

Whether a child who has just started primary school is involved in the parenting and teaching process in preschool influences whether he or she is interested in studying. Due to his or her prior expertise, the kid might simply shift to school education at this moment. However, one of the most common reasons why a child entering primary school struggles in preschool is if the child is not taken to preschool or is removed from the educational setting because the child is suffering. This suggests that one of the essential services for laying the foundation of a child's knowledge should be direct interaction between preschool and primary school.

Preschool is a fantastic place for kids to learn and develop fundamental skills and talents. A preschooler's activity is a game. During this time, basic mental processes such as memory, attention, thinking, and imagination are formed. During this time, basic mental processes such as memory, attention, thinking, and imagination are formed. Creating a unique, integrated environment in kindergarten and school is essential for continuity. A method like this ensures that the instructional process is not disrupted.¹ The main goal is to rationally develop a unified approach to education and training.

The relationship between preschool and primary education is significant because it generates mechanisms for establishing a system of interdependence across educational institutions. Before each kindergarten joins the first grade in Uzbekistan, pre-school and primary education are integrated in a methodical fashion.

School and preschool have a complicated and diverse relationship. It identifies the most important parts of educational work, such as content, methods and procedures, organizational forms, child rearing settings, and pedagogical prerequisites. When choosing yours, keep the following in mind:

1. In terms of school demand, children need to acquire knowledge more deeply.

¹ <https://peskiadmin.ru/uz/preemstvennost-mezhdu-doshkolnym-obrazovatelnyim.html>

2. Equipping children with school-level knowledge, skills, and competencies from a preschool perspective
3. Children's school readiness. The task here is to prepare children for any kind of work, to prepare them for future independent activities, to develop their interest in intellectual work.
4. Education in preschool should be developmental.
5. Establish a consistent link between the preschool and the school.

The Preschool and the school can use membership to implement a consistent approach to the development of the individual. Preschool creates qualitatively new features in preschool children that align with primary school aims and objectives.²

It is vital to investigate the ideas of oriental scholars, particularly scholars such as Abu Nasr al-Farabi and Ibn Sina, on their experiences in child rearing before formulating theoretical and scientific views on the relevance of the relationship between preschool and primary education.

The problem of education has been around for a long time. It is considered in the writings of medieval Western and Eastern thinkers. The great thinkers of that time Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sino, Yusuf Khas Hajib, Ahmad Yugnaki, Jalaliddin Dovani, Alisher Navoi and others made an invaluable contribution to world science, culture and education despite the fierce opposition of feudal oppressors and fanatics.

According to Farabi, education and upbringing can be done in the family, with the help of a teacher, at school, and in a society based on goodness with the help of his leader.

In Ibn Sina's scientific and pedagogical work, special attention is paid to family upbringing, and the main role is given to the head of the family - the father. Ibn Sina explains why a child should be brought up by a caregiver, not a mother. In her opinion, the child's mother is more emotional in the upbringing of her child and cannot choose the right path in the upbringing of the child. Ibn Sina sets clear tasks for the educator: he must know when he can punish or encourage his student.

According to Ibn Sina's scientific approach, in addition to parental upbringing, the upbringing of a child by a tutor in a preschool school overcomes many emotional problems. For example, when a parent raises a child, he or she often feels emotional when he or she is disciplined, which does not mean that the parent does not discipline, but rather that the parent and caregiver must work together.

In pre-school and primary education, it is important that this collaboration is more systematic.

Another scholar, Alisher Navoi, said that a child should be brought up at an early age, depending on his age, and that the study of science should begin as early as possible. According to scientists, raising a child in preschool is very important for him to study in primary school.

And the opinion of Abdullah Avloni that "despite some difference in upbringing with the lesson, two of them cannot differ from each other, the body of one of them is doomed to the soul," it can be understood that the child should portray in preschool education and primary class not only education, but also his upbringing.

Kindergarten and elementary school partnerships can have a significant impact on the future of a community.

According to a law passed by the Legislature on May 19, 2020.

² F.R.Kodirova, Sh.Q.Tashpolatova, N.M.Kayumova, M.N. Azamova "Preschool pedagogy" (Textbook) Tashkent -2018

Article 8 Preschool education

Preschool education and upbringing is a type of education aimed at teaching and educating children, developing them intellectually, morally, ethically, aesthetically and physically, as well as preparing children for general secondary education.

Pre-school education also includes one year of compulsory primary education for children between the ages of six and seven.

The order of organization of preschool education and upbringing is determined by this Law, as well as the Law of the Republic of Uzbekistan "On preschool education and upbringing".³

The most notable aspect of the law is that "pre-school education and upbringing also provides for one year of compulsory preparation of children between the ages of six and seven for primary education". This annual training is now being carried out again in the preschool institution (Kindergarten), which has a very positive effect both for primary school teachers, and for their psychological conditions, and for the child to be prepared for primary school for several years. This means that the interaction between preschool and primary education has been effective in the experience of Uzbekistan.

This systematic education and upbringing raises the psychology of future youth, their worldview, the level of education. In short, a child who attends kindergarten will have no difficulty in school, and the guarantee of excellent grades will increase.

The task of the partnership of educators and teachers is to create favorable conditions for the process of transferring a child from kindergarten to school. Unless preschool and primary education educators work together to prepare a child for school, it can lead to difficult times for children to adapt to the environment. In turn, this partnership should serve as a support and encouragement for parents.

A child entering the next stage of education, called "school", should not feel that he is entering a completely new environment, but should continue in a single system of "kindergarten-primary school". In addition, the fact that when adapting a child to school, they are adapted to travel to schools at the age of kindergarten is also part of the preparation of children for school.⁴

“... School should not change children's lives drastically. As a student, let the child continue yesterday's work today. ... Let something new slowly emerge in her or his life and not be overwhelmed by impressions. ...” V.A.Sukhomilinskiy

In general, schools and kindergartens are two integral parts of the education system. More precisely, kindergarten is the basis of education, and school is the building itself, where the educational potential, the basic culture of the individual develops.

In conclusion, it should be noted that much of the success in primary education depends in many ways on the quality of knowledge and skills formed during the preschool years. That is why the interaction between preschool and primary education is so important.

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